



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5362	Information Systems Management	A. – 5 hrs. B. – 5 hrs. Total: 10 Hours

Description of the Assignment/Performance Tasks (see Appendix I)	Information Systems Management: A. Analyze district technology after completing interviews with at least two school administrators who are involved with the planning and budgeting of technology. B. Students will evaluate and analyze a school district's Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the</p>	<p>During the EDLD 5362 Information Systems Management course, I learned about my colleague's perspective on technology and the Internet. Interviewing a teacher with over 30 years of experience was a valuable learning experience for me. The interview with our district's technology department enlightened me on what obstacles our district's technology department has to overcome with connectivity and technology initiatives. I also gained insight on Dallas ISD's Student Management System.</p> <p>The knowledge that I gained through the interview with Mrs. Hughes has changed my perspective on how veteran teachers view and use technology. "The world's best teachers are not repositories of knowledge, but skilled navigators who lead young minds to discovery and understanding" (Arsham, 2002). Mrs. Hughes enjoys teaching in a student centered learning environment. She stated, "Twenty years ago, I had a classroom that was more lectured-based and teacher-centered. When I look back, I feel like students were not as inquisitive as my students today." Students seem to think teachers are repositories of knowledge. Luckily, the Internet has allowed</p>

<p>assignment. (3 Points)</p> <p>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p>	<p>us to navigate students to answers we do not know. Mrs. Hughes mentioned there were times when she avoided students' inquiries, because she did not have the time or Internet to research the answer. Now, she feels the Internet has allowed her to embrace curious minds. She stated, "What use to take me days, now takes me minutes to Google." In <i>Impact of the Internet on Teaching and Learning</i> Arsham stated, "Online learning enables you to extract information from different types of resources anytime, anywhere" (Arsham, 2002).</p> <p>In <i>The Five Best Accelerators in School</i>, I liked the comparison Moore used with electricity and connectivity. Moore stated, "We have to expect the same from network connectivity as we do from electricity -- always on and at full power" (Moore, 2006, p.8). My school's connectivity is not always on and definitely lacks power. "Given that schools have had a decade of Universal Service Fund discounts (better known as the e-Rate) for network improvements, a high-speed, stable network and Internet connectivity should be a given in all schools today" (Moore, 2006, p.8). This statement made me laugh, because our school definitely does not have a stable network or high-speed access. We have so many routers and no server at our school. Our slow connectivity really limits our ability to use the Internet.</p> <p>Moore also mentions, "A second accelerator that every school district should be deploying today is wireless networking capabilities, also known as Wi-Fi" (Moore, 2006, p.8). Our school has recently received Computers on Wheels (COW) Cart. We have 24 new notebooks that cannot even be used, because our Wi-Fi signal is so weak.</p> <p>It is frustrating to see our District CTO have to go through so much red tape in order to help advance our technology and connectivity. Our CTO has great ideas and initiatives, but it seems like other departments do not actively support his endeavors.</p> <p>In 2010, DISD launched their new District-Wide Student Management System (SMS) program. Sam Iliya is one of the main supervisors over Dallas ISD's SMS. He told me, "Dallas ISD currently uses a SIS/SMS called "Chancery" as its main Data Warehouse." He also stated, "Chancery's main features include registration, scheduling, grades, data disaggregation reports, PEIMS, and attendance."</p> <p>Dallas ISD has many secondary features to its main Data Warehouse. Some of those features are GradeSpeed and Parent Portal. In <i>Student Information Systems Demystified</i>, McIntyre stated, "The majority of SIS offerings allow teachers</p>
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<p>Additional Criteria</p> <ol style="list-style-type: none">1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)2. Mechanics (1 Point)3. APA Format (1 Point)4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>to enter attendance, grades, and homework assignments directly into the system from their classrooms, data that can then be accessed by parents and students via a Web-based interface” (McIntyre, 2004). Dallas ISD’s SIS/SMS has these capabilities and much more.</p> <p>EDLD 5362 was a relevant and empowering course that allowed me to explore the technology systems that our district currently uses. The discussions with my classmates through this course have given me some powerful tools that I have suggested to my district’s technology department. I felt the final project in this course was engaging, relevant, and empowering. I have shared my final project with my campus and it has generated a lot of buzz and willingness to change.</p> <p>Arsham, H. (2002, March). <i>Impact of the Internet on Learning and Teaching</i>. Retrieved April 14, 2011, from USDLA Journal: http://www.usdla.org/html/journal/MAR02_Issue/article01.html</p> <p>McIntyre, T. (2004, May 15). Student information systems demystified. <i>Tech and Learning</i>. Retrieved on April 28, 2011, from http://www.techlearning.com/article/13878</p> <p>Moore, R.J. (2006, August). The five best accelerators in school. <i>School Administrator</i>, 63.7, p.8</p>
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